



Kea Primary School – SEND Offer Provision Map 2023-2024

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment. Multi-Sensory Impairment; Physical Disability</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Universal Provision (Class) <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Use of symbols ○ ICT programmes to support language ○ Small world play and role play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Assemblies with appropriate signs and visual aids used ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities ○ Pupil Conferencing ○ Emotional coaching approach 	Universal Provision (Class) <ul style="list-style-type: none"> ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Maths Mastery approach including use of manipulatives ○ Repetition/clarification of instructions ○ Specialist PE, Art, Music teaching ○ Partner secondary school-led specialist teaching ○ Peripatetic music teachers ○ Differentiated output or outcome e.g. use of ICT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Cooking ○ Illustrated vocabulary prompt ○ Use of writing frames ○ Ensuring appropriate reading material available from other year groups ○ Weekly spelling lists (phonics led) ○ Touch-type sessions ○ Structured Synthetic phonics approach ○ Multi-sensory phonics approach e.g. Read Write Inc. (RWInc.) ○ Visualisers in every class ○ ICT / iPads 	Universal Provision (Class) <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor control programme ○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Brain gym exercises ○ Whole class proprioceptive movement breaks ○ Sand and water play ○ Provision of left-handed equipment ○ Written signs for class labels in classes 	Universal Provision (Class) <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Positive behaviour strategies such as Good to be me ○ Structured school and classroom routines ○ Positive reward systems – Marble Time ○ Consistent and progressive sanction system for when rules broken ○ School Council ○ Teaching listening through circle time games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ PSHE (personal, social, health education) curriculum weekly whole school assembly focus on social, emotional aspects of learning ○ Playground friends and buddies available ○ VAK – variety of teaching styles used to suit pupils ○ Visual timetables ○ Use of symbols ○ Use of first-hand experiences to stimulate learning ○ Lunchtime buddies ○ Growth Mindset approach ○ Emotional coaching approach
Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment. Multi-Sensory Impairment; Physical Disability</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Additional and Different Provision (Group) <ul style="list-style-type: none"> ○ Speech and Language support groups ○ Circle of Friends 	Additional and Different Provision (Group) <ul style="list-style-type: none"> ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Visual/auditory perception group activities 	Additional and Different Provision (Group) <ul style="list-style-type: none"> ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Wake and Shake 	Additional and Different Provision (Group) <ul style="list-style-type: none"> ○ Alternative lunch-time provision ○ Zoned play areas ○ Anger Busters



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<ul style="list-style-type: none"> ○ Fun Friends 	<ul style="list-style-type: none"> ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Group use of ICT programmes ○ Small group of support for literacy e.g. RWInc., maths catch up groups ○ Small group of support for mat ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Use of coloured overlays for reading ○ Processing and memory retention games and provision 	<ul style="list-style-type: none"> ○ TA support in PE/dance/games ○ Differentiated PE resources – spider balls, balloon balls etc. ○ Sports events – additional preparation ○ Handwriting scheme ○ Fun Fit 	<ul style="list-style-type: none"> ○ Communication Cookbook ○ Volcano in my tummy ○ Socially Speaking ○ Ginger Bear (social skills) ○ Buddy system ○ Fun Friends
Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment. Multi-Sensory Impairment; Physical Disability</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p style="text-align: center;">Specialist Provision (Individual)</p> <ul style="list-style-type: none"> ○ Individual Speech therapy programmes – delivered by Speech therapist or TA ○ Individual visual timetables / schedule ○ Individual ICT programmes ○ Workstation for part of day ○ Individual transition programme ○ Individual transition meetings ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Lego Therapy ○ Draw and Talk 	<p style="text-align: center;">Specialist Provision (Individual)</p> <ul style="list-style-type: none"> ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Individual speech programmes ○ Use of individual ICT programmes targeting learning e.g. word/number shark, star spell etc.) ○ One to one support for literacy e.g. RWInc., Toe by Toe ○ Personalised curriculum ○ One to one support for maths outside class e.g. Maths support, ○ List of current and future topic words ○ TA support daily with Plan, Do, Review targets. ○ Individual access arrangements for SATs ○ Additional planning and arrangements for transition ○ Individual transition to KS3 arrangements ○ Outside agency advice ○ Efficient word processing ○ iPad ○ Individual transition meetings between staff + staff and parents ○ Individual transition plans 	<p style="text-align: center;">Specialist Provision (Individual)</p> <ul style="list-style-type: none"> ○ Provision of specialist equipment – chairs, ICT, sloping board, grips, sticky mats, special cushion etc. ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided for scribing and transcribing. ○ Seating arrangements (r-handed, l-handed etc.) ○ Handwriting ○ Enlarged printed resources and scripts ○ Specifically coloured printed resources ○ Theodorescu – fine motor ○ Physio exercises ○ Classroom access ○ Chewy toys (e.g. Chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ EpiPen-trained staff ○ Staff trained by specialist diabetes nurses 	<p style="text-align: center;">Specialist Provision (Individual)</p> <ul style="list-style-type: none"> ○ Individual reward/sanction systems ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Individual anxiety plan ○ 5-point scale ○ Playtime monitoring ○ Counselling from outside agency – referral made ○ Input from behaviour support team ○ Individual seating/ workstation to aid concentration for part of day ○ Home school liaison book/emails ○ Weekly feedback to parents ○ Calming pathways/ calming time/space ○ Quiet eating area for lunch. ○ Individual risk assessments ○ Planned used of physical positive handling ○ CAMHS involvement and referral ○ Penhaligon's Friends (bereavement support) ○ Dreadnought referrals ○ Lego Therapy ○ Draw and Talk



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SEN and other professional agencies

Agency	Name	e-mail	Contact details
Physical and Medical Needs Advisor	Melinda Leishman	Melinda.Leishman@cornwall.gov.uk Cornwall Council Offices, Roskear Old School, Roskear, Camborne, TR14 8DJ physicalandmedicalneeds@cornwall.gov.uk	01209 615607
ASD / ADHD pathway	Online referral	https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/neurodevelopmental-assessment-referrals-professionals/	01872 246945
Autism Spectrum Support Team (ASD)	Katie Frampton	kframpton@cornwall.gov.uk	St Austell One Top Shop PL25 5DR 01872 323063 07772 128627
CAF / TAC / ISA Early Support Early Help Coordinator		https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/professionals/services-available/	The Park Children Centre Park Terrace, Falmouth, TR1 2DJ 01326 311779 01872 322318 07837 311623
The Dreadnought Centre	Ben Mumford (Administrator)	www.thedreadnought.co.uk	The Dreadnought Centre, Carn Brea Lane, Pool TR15 3DS 01209 218764
Early Help Hub - School nursing, SALT, portage, Family Support, CAHMS etc.		Early Help Hub, Cornwall Council, County Hall, Treyew Road, Truro TR1 3AY www.cornwall.gov.uk/earlyhelpclub	01872 322277
Education Psychologist	Helen Stivaros Joe Brooks	Helen.Stivaros@cornwall.gov.uk joe.brook@cornwall.gov.uk	01872 323022 (Mid) One Stop Shot, 39 Penwinnick Road, St Austell PL25 5DR
EWO EWO - children in care	Will de Labat Hannah Tallis	William.deLabat@cornwall.gov.uk Tel: 01872 224479 Mob: 07483 425566 htallis@cornwall.gov.uk Tel: 01872 326826 Mobile: 07968 892 821	01872 323065
Hearing Support	Sarah Wardle senior advisory teacher of the deaf	sarah.wardle@cornwall.gov.uk hearingsupport@cornwall.gov.uk Treliske Hospital srowe1@cornwall.gov.uk Liskeard One Stop Shop Luxstowe House Greenbank Road, Liskeard PL14 3DZ	07973 497438 0300 1234101 Ext. Phone 01579 341333 Int. Phone 441333 07527 470305
Locality Support Early Years Senco	Janet Lacey	jlacey@cornwall.gov.uk Fistral House, 8A Truro Business Park, Threemilestone, Truro, TR4 9NH	07817 384858
SALT	Jen Davies Ella Walsworth-Bell	Speech and language Admin Team, Carew House, Bodmin PL31 2QN cpn-tr.enquiries@nhs.net jen.davies34@nhs.net ella.walsworth-bell@nhs.net	01208 834488 Jen: 07795 126648
School Nurse	Through the		



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	Early Help Hub		
SEN Department (EHCPs) Mid-Cornwall	Becky Harvey (previously Trevenna)	rebecca.harvey@cornwall.gov.uk	01872 323776

Safeguarding

Agency	Name	e-mail/address	Phone
Early Support Early Help Coordinator		send TAC/Early Support forms to EHSCLocality3@cornwall.gov.uk	The Park Children Centre, Park Terrace, Falmouth, TR1 2DJ 01326 311779 01872 322318 07837 311623
Early Help Hub - School nursing, SALT, portage, Family Support, CAHMS etc.		Early Help Hub, Cornwall Council, County Hall, Treyew Road, Truro TR1 3AY www.cornwall.gov.uk/earlyhelphub	01872 322277
LADO		multiagencyreferralunit@cornwall.gcsx.gov.uk	0300 123 1116
Safeguarding Multi Agency Referral Unit Child Protection referral/enquiry		http://www.safechildren-cios.co.uk MARU , Fistral House, Truro TR4 9NH	0300 1231 116 Out of hours service – 01872 323653
Safeguarding Standards Unit		Health Component (designated professionals for CP) – Pendragon House, Royal Cornwall Hospital Social Care Unit – New County Hall (with adult social care)	01872 254552 Paediatric advice out of hours RCHT switchboard 01872 250000
Children's Safeguarding Team		If you want to talk to designated doctor or nurse 9 – 5 Mon-Thur, 9 – 4.30 Fri	
Local Safeguarding Children Board	(LSCB)		01872 327225
Domestic Violence Helpline			01872 225629